**CRISP Discourse Strategies**

**Tuesday, July 26, 2011**

* Maintain a safe environment by creating norms specifically for classroom discussions.
* Ask questions that are of high cognitive demand.
* Use an exit ticket:
* What did you learn?
* How well did you understand?
* What questions do you still have?
* Build questions (high level, low level and wait time) right into the PowerPoint for the lesson.
* Have a different high level question for each group.
* Build in metacognitive questions to help student self-monitor.
* Develop a teacher rubric (Did I include\_\_\_ in my lesson?)
* Intentionally plan for discourse in lessons.
* By presenting a model of good scientific discourse and acknowledging when agreed upon norms of discourse will be used appropriately. We can teach the student a skill to use in all content areas, ie Evidence Circles, Videos, Think time.
* Be patient- use a parking lot, think time, trust students to find answers to the questions they raise.
* Safety- set norms.
* Priming- provide a framework and rubric for students so they are able to provide causal explanations based on evidence.
* Intentionally plan to write and include high level cognitive questions.
* Student ideas should be recorded in notebook for later reference.
* Group students and assign roles so that everyone is involved, it takes away the surprise, and helps students feel safe.
* Use clickers or small whiteboards.
* Roam and question students in small groups.
* Have students think and write before they share with their partner/ group/ class.
* Thinking about positioning of students and teacher.
* Teacher moves away from student speaking.
* Change the desk arrangement.
* Press students and keep the environment safe while pressing. (Warning students ahead of time, develop and revisit norms, etc.)
* Preplan the direction of discussion and plan the actual questions you will ask.
* Make the kind of discussion clear to students at the beginning.
* Consider question stems for student use to encourage peer-to-peer discussion.